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GALLAUDET COLLEGE

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OCT 21 1916

REQUIREMENTS FOR ADMISSION

TO THE

PREPARATORY CLASS

WASHINGTON, D. C.
1910

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REQUIREMENTS FOR ADMISSION TO THE PREPARATORY CLASS OF GALLAUDET COLLEGE.

Candidates for the Preparatory Class are examined in the subjects stated below. For a unit course three hours will be allowed for the examination. One and one-half hours will be allowed for the examination in a half-unit course.

The definition of a unit course is: *a course of study covering a school year, with five class periods of at least forty-five minutes each per week.* Half this time should be given to half-unit courses.

REQUIREMENTS.

ENGLISH, embracing COMPOSITION, READING and GRAMMAR. Two units.

The requirement in English of candidates for the Preparatory Class is a portion of that recommended by the Conference on Uniform Entrance Requirements to American Colleges, the remaining portion being taken up in the Preparatory Year.

Composition. One half-unit. Candidates are expected to show a good command of language, (1) in oral or finger-spelled conversation; (2) in rendering at sight selections in prose and verse from the classics and from current literature; and (3) in extemporaneous composition.

Reading. One unit. (a) Candidates are required to present evidence of having read the works selected, and to answer questions upon the lives of their authors. The form of the examination will be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number given in the exami-

tion paper. *In every case the ability to write good English will be regarded as more important than knowledge of the book.*

The works prescribed for this part of the examination for 1911 are:

- (a) Shakespeare's Henry V.
- Franklin's Autobiography.
- Irving's Sketch Book.
- Byron's Mazeppa.

In subdivision (a) no written exercises covering the work outlined will be accepted in lieu of examination, because this part of the examination in reading, besides serving its more obvious purposes, is intended to aid in ascertaining the candidate's command of language. It is thought that he will be more apt to use his own powers of expression when cut off entirely from the constant reference to the texts that is possible in the writing of the exercise books, and by this means furnish a truer basis for judging his proficiency in language.

(b) *Study and Practice.* This part of the examination supposes a thorough study of each of the works named. It will be upon the subject-matter, form and structure of the work; and will also be a test of the candidate's ability to express his knowledge with clearness and accuracy. In addition, the candidate is required to answer questions upon the text involving the essentials of grammar, and to give from memory passages which he may think especially noteworthy, with reasons for such opinion.

In place of a part or the whole of the examination in subdivision (b), the candidate may present an exercise book, properly certified by the instructor as the unaided work of the pupil, containing compositions and other written work done in connection with the study of the books.*

* The note-books may bear corrections in red ink by the teacher.

The works prescribed for this part of the examination for 1911 are:

(b) Webster's First Bunker Hill Oration.

Macaulay's Life of Johnson.*

In the statement of requirements in (b), "*Subject-matter*" should be understood to mean the Story of the book, and more particularly the main thread or purpose of the work; the lessons sought to be enforced; the characters depicted and the peculiar traits of each; the incidents in which they figure; the play of incident upon character; and the changes for better or worse through which the characters pass. If it is a philosophical, critical, or oratorical work, then the examination may call for the points brought out, the line of argument, and the conclusions reached.

"*Form*": Kind of prose, or verse; whether dealing with the actual or the imaginary; whether dramatic or narrative, polemical, descriptive, philosophical, satirical, critical, or otherwise.

"*Structure*": Whether sentence-structure is predominantly long, short, or adequately varied; whether predominantly simple or complex; inverted or regular; whether the style is clear or obscure; concise or diffuse; idiomatic or pedantic; ornate or bald. Structure may also be said to cover the requirements in grammar noted below.

Grammar. One half-unit. The "questions upon the text involving the essentials of grammar" are intended as a test of the candidate's mastery of the principles of grammar. They will involve parsing and analysis, and other explications of the relations and interdependence of the

* The works specified for reading and study may be taken from the college-entrance editions of the Charles E. Merrill Company, the American Book Company, MacMillan & Co., Longmans, Green & Co., of New York, and the Houghton-Mifflin Company, of Boston, all of which are good and cheap.

parts of speech in sentence-structure, and also the elucidation of idiomatic and abbreviated forms. The examination in this subject will be based on the course outlined by Dr. Robert Patterson in the "Report of the Committee of the Convention on a Course of Study" leading up to the college curriculum, published in the *Annals* for November, 1907.* A comprehension of the broad, general principles of syntax, and the ability to analyze clearly, will be considered of more importance than facility in parsing and a knowledge of grammatical nomenclature.

READING FOR 1912.

(a) *General Reading* :

- Shakespeare's Julius Cæsar.
- Bunyan's Pilgrim's Progress.
- Scott's Quentin Durward.
- Arnold's Sohrab and Rustum.

(b) *Study and Practice* :

- Shakespeare's Macbeth.
- Macaulay's Life of Johnson.

READING FOR 1913.

(a) *General Reading* :

- The Old Testament: Chief narratives in Genesis, Exodus, Joshua, Judges, Samuel, Kings, Daniel, and the books of Ruth and Esther.
- Shakespeare's The Merchant of Venice.
- Defoe's Robinson Crusoe, Part I.
- Stevenson's Inland Voyage, and Travels with a Donkey.
- Scott's Lady of the Lake.

* Copies of this Report, in pamphlet form, can be had on application to the Secretary of the College.

(b) *Study and Practice* :

Washington's Farewell Address.

Webster's First Bunker Hill Oration.

Carlyle's Essay on Burns.

MATHEMATICS. One and one-half units.

(a) *Arithmetic*. One half-unit. Stress is laid on the rapid, accurate, and neat solution of arithmetical examples, especially those coming under the four fundamental rules, analysis, decimal and common fractions, square root, percentage and simple proportion. Too much time spent on compound numbers, interest, discount, exchange, averages, cube root, and compound proportion is to be avoided. Arithmetic should teach students to cipher, not to memorize rules or prove theorems; but in the case of the deaf it is very important to cultivate the ability to construe the language of arithmetical problems. The examination questions will be made practical, rather than technical or abstruse. As to text-books and other features of this subject, reference is made to the "Report of the Committee of the Convention on a Course of Study" above mentioned.

(b) *Elementary Algebra*, through simple quadratics. One unit. The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root and of the cube root of polynomials and of numbers; exponents, including fractional and negative; simple quadratic equations; problems involving simple quadratic equations.

Wentworth's New School Algebra (pages 1-292) is suggested as a text-book.

Special emphasis should be given to the statement of problems as equations; a logical solution with explanation of each step should be required.

ELEMENTARY LATIN. One unit.

For admission, a student should have mastered all the lessons in Collar and Daniel's First Year Latin. He should be able to decline any noun, pronoun, or adjective in the book, and to conjugate or write a synopsis of any verb. He should have committed to memory the vocabularies and rules and be able to apply the latter in explaining syntax. He should have had some practice in translating at sight, and upon every lesson which he has found hard to understand he should have had a much more extended drill than is afforded by the sentences in the exercises.

HISTORY. Two units.

(a) *English History.* One unit. Candidates for examination in this subject should have a good command of English, sufficient to express their ideas clearly. They should have a general knowledge of the leading facts of English History, together with the causes which led to the events narrated and the results which came therefrom; also of the geography involved.

Mere memory work should be discouraged. Students should be trained to think and reason for themselves.

The text-book recommended is Montgomery's *Leading Facts of English History*.

Teachers are referred to "The Study of History in Schools. A Report to the American Historical Association by the Committee of Seven," published by the MacMillan Company, and the "Report of the Committee of the Convention" above mentioned.

(b) *American History.* One unit. The examination in American History will be so framed as to require comparison and the use of judgment on the pupil's part rather than the mere use of memory.

Instead of attempting to fix in mind large numbers of dates and isolated statements, the pupil should endeavor to gain a clear idea of the great facts, forces, and sentiments that have shaped our national progress. A good general knowledge of the essential facts and features of American History will be expected. The pupil should also know something of the origin, principles, forms, powers, and practices of the local, state, and national governments.

The examination will presuppose the use of good textbooks, some collateral reading, and much practice in written work. The relation of the geography of the country to its history should be emphasized. The pupil's geographical knowledge will be tested by requiring the location of places and movements on an outline map.

Montgomery's *Leading Facts of American History* or Hart's *Essentials of American History* will indicate the kind and amount of work sought. Channing's *Short History* may be used, with the understanding that considerable outside reading must be done in connection with a thorough study of the text-book.

SCIENCE.

Elementary Physics. One half-unit. It is recommended that the preparation of the candidate in Elementary Physics include:

1. A knowledge of the Metric system.
2. The study of a text-book. The *First Book of Physics*, by J. A. Culler, is recommended.
3. The use of varied numerical problems, illustrative of the most important facts and laws in elementary physics.

4. Laboratory work, comprising at least twenty-five exercises illustrative of the principles of Mechanics; Hydrostatics; Heat; Light; Electricity and Magnetism.

At the time, and as a part of the examination in Physics, every candidate must present a note-book containing in the candidate's own language a description of his or her laboratory exercises; the steps, observations, and result of each exercise being carefully recorded. The record should be well ordered, neat, legible, and concise. Simple drawings are the briefest and best descriptions of most apparatus. The note-book should afford clear evidence of the pupil's ability to make accurate observations and to draw correct conclusions.

The note-book should contain an index of experiments, and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the book. The endorsement should in effect be as follows:

I certify that this note-book is a true and original record of experiments actually performed by _____ at the _____ School _____ during the year 19____.

_____, *Instructor in Physics.*

The time limit for taking entrance examinations for the Preparatory Class will be two years, and the dates of examination as given below.

It is recommended that candidates offer arithmetic, elementary physics, and English history the first year.

The number of days allowed each year for examination shall be three, but the number of hours allotted to each subject shall not exceed three for full subjects nor one and one half for half subjects.

SUMMARY OF REQUIREMENTS.

<i>Subject.</i>	<i>Time allowed for examination.</i>
English:	
Composition	1½ hours.
Reading	3 hours.
Grammar	1½ hours.
Mathematics:	
Arithmetic	1½ hours.
Algebra	3 hours.
Latin (Elementary)	3 hours.
History:	
English	3 hours.
American	3 hours.
Science:	
Elementary Physics	1½ hours.

The examinations are to be held *without exception on the three successive days beginning the last Wednesday in May*, and all papers are to be sent *on the following Saturday* to President E. M. GALLAUDET, Kendall Green, Washington, D. C.

The *original work* of candidates, which should be in such form as to be read easily by the examiner, must in all cases be forwarded to the College.

All other papers written upon by the candidates during the examination should also be sent. The time limit in any subject must not be exceeded; therefore, useless copying should be avoided.

Those in charge of the preparation of candidates for admission to the Preparatory Class are referred to the "Report of the Committee of the Convention on a Course of Study" above mentioned for valuable suggestions in regard to all subjects for admission except Latin and Algebra.

SPECIMENS OF EXAMINATION PAPERS.

Arithmetic.

[Necessary operations must be written in full; analyses alone, or answers without the operations necessary to obtain them, will not be considered satisfactory.]

1. A man walked $\frac{5}{12}$ of his journey the first day, $\frac{3}{8}$ of it the second day, and then had 24 miles more to go; how long was the journey?
2. Divide twenty-four thousandths by sixteen millionths.
3. What part of a rod is 3 feet 4 inches?
4. How many bricks, 8 inches by 4 inches, will pave a walk 60 feet long and $2\frac{1}{4}$ yards wide?
5. A owns $42\frac{1}{2}\%$ of a factory worth \$35,000, B owns 37% of it, and C owns the remainder; what is the value of each of their shares?
6. A man sold a watch for \$90, and lost $16\frac{2}{3}\%$; what did he pay for the watch?
7. Find the interest of \$150 for 2 years, 2 months, 2 days at 6%.
8. (Solve by proportion.) If $\frac{7}{8}$ of a yard of silk costs \$2.10, what will $16\frac{1}{2}$ yards cost?
9. $\sqrt{.000625} + \sqrt[3]{27} - (\frac{1}{2})^2 = ?$

Algebra.

1. Factor

$(a) 3x^4 - 6x^3 + 9x^2$	$(c) 6x^2 + 13x - 5$
$(b) 9a^2 - 6ab + b^2 - 49c^4$	$(d) 27x^3 + 125y^3$
2. Find the square root of

$$49x^4 - 28x^3 + 18x^2 - 4x + 1$$
3. Find the cube root of

$$27a^6 + 54a^5 + 9a^4 - 28a^3 - 3a^2 + 6a - 1$$
4. At what time between 3 and 4 o'clock will the hands of a watch point in exactly opposite directions?
5. (a) Expand
$$(3x^2 - 2y)^4$$

 (b) Simplify
$$\sqrt[4]{a^{12}b^8}$$
6. Reduce to simplest form

$(a) \sqrt[3]{\frac{2a^6}{3}}$	$(b) \sqrt{48} - \sqrt{27} + \sqrt{500}$
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7. Find the H. C. F. and the L. C. M. of

$$(x + 2y)^2, x^2 - 4y^2$$
 and $x^3 + 8y^3$
8. Solve

$$\frac{x-2}{6} + \frac{3x-2}{4} + \frac{4x-8}{8} = 16x - 31$$

9. Four yards of cloth and 2 yards of silk cost \$9, and 20 yards of cloth and 3 yards of silk cost \$24; what is the price of silk and cloth per yard?

10. The sum of two numbers is 25, and the sum of their squares is 317; what are the numbers?

Composition.

1. Tell the Story of something that has happened to yourself.
2. Describe a Day on a Farm (or a Day in the City, if you have not spent a day on a farm).
3. Explain the Uses of Fences.
4. Write a letter to persuade a friend to go to college.
5. Write out an argument to prove that good roads are more important than good schools.

Reading.

PART I.

(Time allowed: one hour.)

1. Where did Charles Lamb pass his life? How did he happen to write the "Tales from Shakespeare"?
2. Tell the story of the life of the author of "Pilgrim's Progress."
3. Of what country was Irving a native? When did he live?
4. Tell what you can of Longfellow's education and preparation for his work.
5. Write upon *four* of the following subjects, being careful not to choose two or more by the same writer:

The Tempest	The Taming of the Shrew
Giant Despair	The Valley of Humiliation and Apollyon
Miles Standish	Priscilla
Hamlet	The Spectre Bridegroom
A Royal Poet	As You Like It
John Alden	The March of Miles Standish
Mr. Worldly Wiseman	Philip of Pokanoket
Rip Van Winkle	Othello

PART II.

(Time allowed: two hours).

1. (a) Upon what occasion did Washington utter his Address?
(b) What was his purpose in making it?
(c) What does he say about the preservation of the Union of the States?
(d) What is his advice in regard to the intercourse of the United States with other nations?

2. (a) Who was Thomas Carlyle?
 (b) What does he say were (1) the conditions under which Burns grew up and wrote his poetry? and (2) the preparation and forethought which Burns gave to the composition of his poems?
 (c) What, generally, are the subjects of Burns's poems? Are they limited to any one kind?
 (d) What merit does Carlyle see in Burns as poet and man?
 (e) What do you think of the sentence-structure of Carlyle's *Essay*?

3. (a) At what period of his life did Milton write *L'Allegro* and *Il Penseroso*?
 (b) What do these names mean?
 (c) What phrases and expressions often used now-a-days do you find in the poems?
 (d) Give in your own language some of the pictures of country-life contained in these poems; also, describe some of the night-scenes and sounds.

GRAMMAR.

"We see that in this man there was the gentleness, the trembling pity of a woman, with the deep earnestness, the force and passionate ardour of a hero." —*Carlyle on Burns*.

1. In this sentence, what is the entire object of the verb "see"?
2. What is the entire subject of "was"? Why is not "was" in the plural?
3. Pick out in this sentence an adjective element, and an adverbial element. Tell what they modify, and in what way they modify.
4. Do you see anything wrong in this sentence from Lamb's Tales?
 "When at last Oliver returned back to his brother he had much news to tell him."

Latin.

I. Translate into English:

1. Urbs tam fortiter defensa est ut decem diebns non *caperetur*.
2. Rogavi num saepe Romae *fuisset*.
3. Nuntius dixit se hostes *vidisse*.
4. Cum fortiter *pugnarent*, tamen non vicerunt.
5. Tune *venisses*, si te hortatus essem?

II. Give the rule that explains the mood of each of the five *italicized* verbs in I.

III. Give a synopsis of the indicative and subjunctive of both the verbs in the 5th sentence of I. Give each synopsis in the person and number of the verb in the text.

IV. Give all the infinitives and all the participles of *vidisse* (I, 3), adding the English equivalent of each.

V. Translate into English:

1. *Magistro* sunt multi libri.
2. Ruri sunt viae *pedibus* multis angustiores quam in urbe.
3. Quis praefuit equitibus qui Caesari *auxilio* missi sunt?
4. Nostro *imperatori* hi servi sunt liberandi.
5. Consul, *castris* munitis, Romam venit.

VI. Give the rule that explains the case of each of the five *italicized* nouns in V.

VII. Decline both the nouns in V, 4.

VIII. Explain the gender, number and case of the following:
 (a) se in I, 3; (b) angustiores in V, 2; (c) qui in V, 3;
 (d) liberandi in V, 4; (e) munitis in V, 5.

IX. Translate into Latin.

1. The men fought with spears and long javelins.
2. We shall carry the sick children carefully into the temple.
3. The soldiers suffered from lack of food and water.
4. Welcome summer will come in a short time.
5. We remained in Rome three years.
6. My brothers were praised by this boy.
7. My hand is broader than yours.
8. My friend is a man with big feet.
9. Are you like your brother in daring?
10. That girl is using her fathers's money.

American History.

(Give dates whenever possible.)

1. (a) Write a short account of the settlement either of the colony of Maryland or of that of Rhode Island.
 (b) In which colony was the American principle that the government has nothing to do with the control of religious belief, first put into actual practice? Explain.
2. (a) Mention the chief weaknesses of the Articles of Confederation.
 (b) Tell what you can about the Making of the Constitution.
3. With what events are the following places associated? Give location of each place.
 (a) Saratoga.
 (b) Yorktown.
 (c) Chancellorsville.
 (d) San Juan Hill.
4. Write a paragraph or two about each of the following topics:
 (a) The Monroe Doctrine.
 (b) The Oregon Boundary Question.
 (c) Civil Service Reform.
 (d) The Panama Canal.

English History.

- I. Describe the geographical differences between early Britain and the present Empire of Great Britain.
- II. Give a brief account of the Danish Conquest.
- III. Give a brief account of the Norman Conquest and its most important results.
- IV. What do you understand by the following terms:—*Ship money, Lollards, Petition of Right, South Sea Bubble, Secret Treaty of Dover.*
- V. What was Magna Charta? What King signed it? What were some of its results?
- VI. Explain the following:—*Habeas Corpus Act, Act of Supremacy, Toleration Act, Stamp Act, Reform Act.*
- VII. Tell what you can about the Commonwealth.
- VIII. For what are the following men noted and in whose reigns did they live? *Milton, Shakespeare, Wycliffe, Wolsey, Gladstone.*
- IX. Describe the (a) Establishment of the Bank of England, (b) the Emancipation of Slaves.
- X. In what wars, and with what results were the following battles fought? *Armada, Blenheim, Trafalgar, Waterloo.*

Elementary Physics.

1. By an experiment how could you show that iron wire was ductile?
2. How would you calculate the weight of the air in your room? How would you show that air is compressible?
3. A piece of stone weighs one pound, but when immersed in water it weighs only 12 ounces. What is the specific gravity of the stone?
4. Illustrate by a drawing how you would find the center of gravity of a triangular piece of board. If a small and a large stone were let fall at the same time from an upper window, which would reach the ground first?
5. How can you change the pendulum of a clock so that it will run faster?
6. A wagon is three feet high. A plank 12 feet long rests with one end on the wagon and the other end on the ground. How hard must a man push on a barrel that weighs 200 pounds to hold it on the plank?
7. Make a diagram and point out the angle of incidence and the angle of reflection.
8. Explain an experiment showing water to be a poor conductor of heat.
9. How is an incandescent lamp made? Why does the filament not burn up?
10. Diagram a simple electro-magnet.



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